

Archived Information

Alcohol and Other Drug Prevention Models on College Campuses

CFDA #84.184N

Information and Application Procedures for Fiscal Year 2004

OMB No. 1810-0009 Expiration Date: 06/30/2005

Application Deadline: April 16, 2004



Frequently Asked Questions
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**U.S. Department of Education
Office of Safe and Drug-Free Schools**

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I. INTRODUCTION

Goals

The goals of this competition are to identify models of effective alcohol and other drug (AOD) prevention programs at institutions of higher education (IHEs) and disseminate information about these programs to other colleges and universities where similar efforts may be adopted.

Eligibility

Institutions of higher education that offer an associate or baccalaureate degree may apply. To be eligible, an IHE must not have received an award under the Alcohol and Other Drug Prevention Models on College Campuses grant competition (under either CFDA 84.116X or 84.184N) during the previous five (5) fiscal years.

Authority

This application package is based on 34 CFR Parts 74, 75, 77, 79, 80, 81, 82, 84, 85, 86, 97, 98, and 99 of the Education Department General Administrative Regulations (EDGAR). This competition is authorized under Title IV, Section 4121 of the Elementary and Secondary Education Act (ESEA) as amended by the No Child Left Behind Act of 2001.

Official Documents Notice

The official document governing this competition is the Closing Date Notice published in the Federal Register on March 8, 2004. This notice also is available electronically at the following Web sites: www.ed.gov/legislation/FedRegister and www.gpoaccess.gov/nara.

Contacts and Resources

Any questions related to the requirements of this grant competition should be directed to Kimberly Light of the Office of Safe and Drug-Free Schools (OSDFS) at 202-260-2647. Additional information about OSDFS and its programs can be found at www.ed.gov/osdfs. The U.S. Department of Education's Higher Education Center for Alcohol and Other Drug Prevention is a national resource for information about campus-based alcohol and other drug abuse prevention programs. The Center can be reached at 800-676-1730 or www.edc.org/hec.

Project Period and Number of Awards

The project period for this grant is 15 months. We intend for the project and budget period for this grant to be from August 1, 2004 to October 31, 2005. An estimated 10 new awards will be made. Projects will be funded for approximately \$50,000 to \$125,000, for an estimated average size of \$75,000, depending on the scope of work. These figures are only estimates and do not bind the Department of Education to a specific number of grants or an amount of any grant.

Notification of Award

The review of applications and notification of awards for this grant competition requires approximately 10 to 12 weeks. We expect to conduct site visits to high-scoring applicants in May and June 2004. Successful applicants are expected to be notified in July 2004. We intend to notify unsuccessful applicants by mail within 60 days of the award start date and include reviewers' scores and comments at that time.

Expectations of Grantees

By submitting an application for this program, applicants agree to provide project information upon request to the Department of Education and its contractors. At a minimum, grantees should:

- maintain records on how their program is operating;
- maintain records on the extent to which their program objectives are being met;
- include performance indicators in the evaluation plan described in their proposal; and
- make ongoing project information, findings, and products available to ensure the dissemination of knowledge gained from this effort during the grant period.

Grantees will be expected to share information about their projects with the Department's Higher Education Center or other Department contractors to assist in developing a national publication describing the model programs or for other dissemination efforts. Grantees also may be expected to share information with Department of Education evaluators to assist with national evaluation efforts.

Reporting Requirements

Grant recipients are required to submit a final report within 90 days of the end of the project period. A progress report also is requested approximately 12 months after notification of grant award to assess progress. Further information on reporting requirements will be provided to grantees after awards are made.

Estimated Public Reporting Burden

According to the Paperwork Reduction Act of 1995, you are not required to respond to a collection of information unless it displays a valid OMB control number. The valid OMB control number for this information collection is OMB No. 1890-0009, Expiration Date: 06/30/2005. The time required to complete this information collection is estimated to average 32 hours per response, including the time to review instructions, search existing data sources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate or suggestions for improving this form, please write to: U.S. Department of Education, Washington, DC 20202-4651. If you have comments or concerns regarding the status of your individual submission of this form, write directly to: Office of Safe and Drug-Free Schools, U.S. Department of Education, 400 Maryland Avenue, SW, Washington, DC 20202-6450.

II. GENERAL INFORMATION

Background

Recent research confirms that the United States continues to have major problems associated with alcohol and other drug (AOD) use on college campuses. According to the 2001 Harvard School of Public Health College Alcohol Study, approximately 44 percent of students at four-year institutions engaged in binge drinking during the two weeks prior to the survey, a rate that has remained virtually unchanged for four consecutive years of the survey.¹ Twenty-three percent of students were identified as frequent binge drinkers--meaning that they indicated they had binged at least three times in the two weeks preceding the survey. Based on recent data from the Monitoring the Future study, approximately 40 percent of the nation's college students engaged in heavy drinking (defined as five or more drinks in a row) in the previous two weeks.² The Core Institute reports that nearly 72 percent of underage students used alcohol within the 30 days prior to taking the survey.³

Studies suggest a strong relationship between student AOD use and a variety of problems. According to the Core Institute, AOD use is strongly related to a variety of negative consequences such as performing poorly on a test or important project, being taken advantage of sexually, getting hurt or injured, damaging property, and getting into trouble with campus or local police.

Campus-based programs, which include individual, group, and environmental approaches, have been implemented nationwide in an attempt to curb AOD use and its associated negative consequences. Comprehensive prevention approaches that combine individual and group approaches with strategies aimed at changing the physical, social, legal, and economic environment in which students make decisions about AOD use have shown the most promise. Alcohol and other drug use and other health-related behavior is influenced at multiple levels: intrapersonal, interpersonal, institutional, community, and public policy.

The U.S. Department of Education has supported campus- and community-based prevention programs for more than a decade, in response to AOD-related problems on college campuses and in their surrounding communities. Through discretionary grants and dissemination of information on effective strategies through its Higher Education Center for Alcohol and Other Drug Prevention, the Department has supported efforts to address these complex problems facing our nation's institutions of higher education. Projects funded by the Department have been based on theory, expert consensus, practical experience, and evaluated programs.

In addition to grant competitions and the Higher Education Center, the Department of Education's current efforts to address drug abuse and violent behavior include the annual

¹ For men, binge drinking was defined as having five or more drinks in a row in one sitting, and for women as having four or more drinks in a row.

² Johnston, L.D., O'Malley, P.M., and Bachman, J.G. Monitoring the Future National Survey Results on Drug Use, 1975-2002. Volume II: College Students and Adults Ages 19-40. National Institute on Drug Abuse, 2003.

³ The Core Institute. 2001 Statistics on Alcohol and Other Drug Use on American Campuses. Available online at www.siu.edu/departments/coreinst/public_html/recent.htm. Southern Illinois University-Carbondale.

National Meeting on Alcohol and Other Drug Abuse and Violence Prevention in Higher Education; cooperative grant efforts with the National Institute on Alcohol Abuse and Alcoholism and the Center for Substance Abuse Prevention; development and dissemination of an underage drinking and impaired driving prevention manual for campus communities with the U.S. Department of Transportation's National Highway Traffic Safety Administration; and prevention initiatives related to campus hate crimes with the Department of Justice.

There is a national need to identify effective programs and strategies that address high-risk drinking and drug use among college students. The Department of Education seeks to make the most of its limited funds by supporting projects that can become practical models for replication and adaptation in other college communities. The goals of this competition are to identify models of effective campus-based alcohol and other drug prevention programs and disseminate information about these programs to other colleges and universities where similar efforts may be adopted.

Effective programs will show reductions in campus alcohol and drug use or reductions in AOD-related problems. These programs should have a significant role in developing or maintaining a safe and healthy campus environment. Programs also should be part of a comprehensive approach—a broad, multi-faceted, campus-based strategy focused on AOD prevention. A comprehensive approach is one that combines a range of policies, practices, and programs to address the various factors that influence student behavior, and results in an institution-wide approach to reducing alcohol and other drug problems on campus.

National Awards Ceremony

In addition to receiving a monetary award, representatives of recognized institutions will be invited to attend a national awards ceremony. The Department will publicize the awards and bring national attention to the selected institutions and their programs.

National Publication

Each recognized program and institution will be featured in a report highlighting the model programs and providing information on how to create safer, healthier campus learning environments.

Lessons Learned

More than a decade of experience with discretionary grant programs has shown that successful projects adapt strategies that are based on sound prevention theory, research, or model programs and practices. The selection of the appropriate strategy must be made based on a strong assessment to identify the existing needs, opportunities, and strengths of the campus and surrounding community.

Prevention initiatives should be designed to reduce individual, group, and environmental risk factors and enhance protective factors in specific populations and settings. There are a number of features that effective prevention programs share. Specifically, they are targeted; designed to

effect long-term change; strengthen the natural support systems of family, school, and community; and can document their success in meeting stated goals and objectives.⁴

Broad community support also can be a critical component of successful prevention programs, especially when approaches are employed to change the physical and social environments to reduce substance use and resulting problems.⁵

To strengthen the quality of prevention programs implemented with funds from the Office of Safe and Drug-Free Schools, the Department established a set of Principles of Effectiveness in 1998, which have been incorporated into the No Child Left Behind Act of 2001 (Title IV – Section 4115). Although the new statutory requirements do not specifically apply to this grant competition, the Department strongly encourages colleges and universities to:

- design programs based on a thorough needs assessment of objective data;
- establish a set of measurable goals and objectives linked to identified needs;
- implement prevention activities that research or evaluation have shown to be effective;
- use evaluation results to refine, improve, and strengthen the program and refine goals and objectives as appropriate; and
- include meaningful and ongoing input from parents in the development of the application and implementation of the project.

Basic to the success of any program to prevent AOD abuse among college students is the need to ensure the widespread involvement of key campus and community stakeholders including students, faculty members, parents, alumni, and community members in the program's design and implementation. Leadership from college and university presidents and other senior administrators is key to institutionalizing prevention as a priority on campus.

Several national studies of successful programs, and two Department-sponsored qualitative surveys of 1990 and 1991 Dissemination Grantees identified characteristics of successful programs, which include:

- a high level of commitment from the president or chancellor, other senior administrators, and student organization leaders and administrators;
- strong policies, which are well publicized and consistently enforced;
- involvement and commitment of stakeholders and relevant groups, including faculty members, student leaders, student government, and administrative staff;
- adequate training in program implementation for program staff and campus members to ensure successful implementation and long-term impact;
- sufficient human and financial resources included in the operating budget with enough time in the regular schedules of program staff to perform their new responsibilities;
- strategic, long-range planning to guide the ongoing implementation of the project; and

⁴ Harding, F.M. Healthy Campus Communities: NYS College Alcohol and Other Drug Prevention Manual. New York State Office of Alcoholism and Substance Abuse Services, 2003.

⁵ Center for Substance Abuse Prevention. Effective Community Mobilization: Lessons From Experience. U.S. Department of Health and Human Services, 1997.

- a system for obtaining feedback (formative and summative evaluation) from students and staff, which helps program staff to respond to needs and problems during implementation of the program, providing a continuous improvement process to correct approaches that are not working and strengthen approaches that are working.

In April 2002, a report released by the Task Force of the National Advisory Council on Alcohol Abuse and Alcoholism analyzed prevention strategies and organized them into tiers based on the available evidence. Although their efficacy as part of a campus-wide strategy has not been tested, the following strategies were identified as having strong research evidence in addressing problem, at-risk, or alcohol-dependent drinkers:

- combining cognitive-behavioral skills with norms clarification and motivational enhancement interventions;
- offering brief motivational enhancement interventions; and
- challenging alcohol expectancies.

The following environmental strategies, although not yet comprehensively evaluated with college students, were identified by the Task Force as having been successful with similar populations:

- increased enforcement of minimum drinking age laws;
- implementation, increased publicity, and enforcement of other laws to reduce alcohol-impaired driving;
- restrictions on alcohol retail outlet density;
- increased prices and excise taxes on alcoholic beverages; and
- responsible beverage service policies in social and commercial settings.

The formation of a campus and community coalition involving all major stakeholders may be critical to implement these strategies effectively.

The Task Force recommended that the following promising strategies be used only with a strong evaluation component to test their viability in actual practice:

- adopting campus-based policies and practices that appear to be capable of reducing high-risk alcohol use (such as reinstating Friday classes, eliminating keg parties, and establishing alcohol-free activities and dorms);
- increasing enforcement at campus-based events that promote excessive drinking;
- increasing publicity about and enforcement of underage drinking laws on campus and eliminating "mixed messages;"
- consistently enforcing disciplinary actions associated with policy violations;
- conducting marketing campaigns to correct student misperceptions about alcohol use;
- provision of "safe rides" programs;
- regulation of happy hours and sales; and
- informing new students and their parents about alcohol policies and penalties before arrival and during orientation periods.

Informational, knowledge-based, or values clarification interventions about alcohol and the problems related to its excessive use, when used alone, were viewed as ineffective by the Task Force. Further information about these strategies and the Task Force analysis and recommendations can be found at www.collegedrinkingleadingprevention.gov.⁶

⁶ Task Force of the National Advisory Council on Alcohol Abuse and Alcoholism, [A Call to Action: Changing the Culture of Drinking at U.S. Colleges](#), National Institute on Alcohol Abuse and Alcoholism, U.S. Department of Health and Human Services, April 2002.

III. Priority and Selection Criteria

Absolute Priority

Under 34 CFR 75.105(c)(3) and the No Child Left Behind Act of 2001 (Title IV – Section 4121), the Secretary gives an absolute preference to applications that meet the following priority. The Secretary funds under this competition only those applications that meet the following absolute priority.

Absolute Priority: Identify, enhance, further evaluate, and disseminate information about an effective alcohol or other drug prevention program being implemented on the applicant's campus.

Under this absolute priority, grant applicants must:

1. Describe an alcohol or other drug prevention program that has been implemented **for at least two full academic years** on the applicant's campus;
2. Provide **evidence of the effectiveness** of the program;
3. Provide **a plan to enhance and further evaluate** the program during the project period; and
4. Provide a plan to **disseminate information to assist other IHEs** in implementing a similar program.

Each section of this priority is explained below.

1. Describe an alcohol or other drug prevention program that has been implemented for at least two full academic years on the applicant's campus.

To meet this priority, an applicant must describe a program that has been implemented on its campus for at least two full academic years (fall through spring semesters or equivalent).

2. Provide evidence of the effectiveness of the program.

All applicants are required to provide evidence that their program has been effective. It is important to remember that what constitutes convincing evidence of success of a project may differ from one project to the next. Although it is anticipated that applicants may use a variety of both outcome-based and process measures, all applicants must use outcome-based performance indicators.

Ideally, program effectiveness will be linked to data that have been collected prior to the implementation of the program and throughout the duration of the program. The strongest evidence shows a clear link between the program and reductions in alcohol or other drug use. Other evidence may show that the program succeeded in reducing problems resulting from

alcohol or other drug use, such as health problems, vandalism, or interpersonal violence. Other evidence may show that the program met an outcome objective that can be linked to eventual reductions in alcohol or other drug use or resulting problems. To this end, submissions must describe the methods used to evaluate their program, include the instruments used to measure the observed outcomes (or an in-depth description of those instruments) and provide quantitative and qualitative data collected before and after program implementation.

Examples of some possible outcome-based performance indicators include, but are not limited to:

- Changes in rates of students' use of alcohol or other drugs.
- Decreases in the incidence of student-related campus crime and other violations of law or campus policies.
- Changes in reported attitudes about the acceptability of alcohol or other drug use.
- Increases in accurate perceptions of student alcohol or other drug use.
- Changes in alcohol sales and service techniques and policies in social or commercial hosting situations that cater to students.
- Decreases in the overall quantity and frequency of binge drinking.
- Changes in the number of alcohol or other drug and violence-related disciplinary actions.
- Increases in the percentage of individuals who are aware of policies and policy enforcement.
- Changes in the number of reported alcohol or other drug and violence-related incidents or problems. Such changes may include reductions in the number of alcohol or other drug-related student health service visits, deaths, traffic crashes and/or fatalities, property damage, vandalism; in the number of campus police alcohol or other drug and violence-related incidents; and in the extent to which alcohol and other drug use is referenced as a contributing factor in academic performance and attrition rates.

3. Provide a plan to enhance and further evaluate the program during the project period.

The application must specify the institution's plan to enhance and further evaluate their program during the project period. Enhancements may include expanding the number of students served; adding a new strategy for evaluation; or making improvements to the existing program. Evaluations should continue to collect data on existing program elements as well as any program enhancements. Data should be collected on reductions in alcohol or other drug use and AOD-related problems, and other outcome-based indicators that show effectiveness in developing or maintaining a safe and healthy campus environment.

4. Provide a plan to disseminate information to assist other IHEs in implementing a similar program.

The awardees will have effective programs that can serve as models for replication or adaptation by other institutions. The application must describe a dissemination strategy that will alert appropriate institutions to the model program, inform them as to how the program might be used on other campuses, and provide materials or enough detailed information so interested campuses can create a similar program. The plan may include such methods as writing articles for

appropriate publications, providing consultations at the model institution or at institutions interested in using the model, hosting a conference, utilizing electronic media, or creating web sites. Institutions may propose partnering with appropriate national organizations to maximize the reach or impact of their dissemination plan.

Selection Criteria

The following selection criteria will be used to evaluate applications. For ease of reading by the reviewers, applicants should organize their proposal to follow the sequence of the criteria provided below. The maximum number of possible points for all selection criteria is 100. The criteria contain weighted subcriteria. Applicants must address each subcriterion to qualify for the maximum number of points for each criterion.

***Note:** Because this competition seeks to identify model programs that have been operational for two or more academic years, these selection criteria primarily will be used by reviewers to evaluate an applicant's existing program and the applicant's plan to disseminate information about this program. Secondly, these criteria will be used to evaluate an applicant's plan to enhance and further evaluate this program.*

(1) Significance (25 points)

- A. The extent to which the proposed project involves the development or demonstration of promising new strategies that build on, or are alternatives to, existing strategies. (5 points)
- B. The potential replicability of the proposed project or strategies, including, as appropriate, the potential for implementation in a variety of settings. (10 points)
- C. The extent to which the results of the proposed project are to be disseminated in ways that will enable others to use the information or strategies. (10 points)

In applying the above criteria, the following information will be considered:

- Whether the project includes the use of any promising new strategies that have been tested;
- The feasibility of the project to be replicated or adapted by other campuses; and
- The quality and usefulness of the dissemination plan in encouraging use of project information, strategies, and results by other colleges and universities.

(2) Quality of the project design (40 points)

- A. The extent to which the design of the proposed project reflects up-to-date knowledge from research and effective practice. (20 points)
- B. The extent to which the goals, objectives, and outcomes to be achieved by the proposed project are clearly specified and measurable. (10 points)
- C. The extent to which the design of the proposed project is appropriate to, and will successfully address, the needs of the target population or other identified needs. (5 points)

D. The extent to which the proposed project will establish linkages with other appropriate agencies and organizations providing services to the target population. (5 points)

In applying the above criteria, the following information will be considered:

- The quality of the needs assessment and how well this assessment relates to the goals and objectives of the program;
- How well the program is integrated within a comprehensive alcohol and other drug prevention effort;
- The level of institutional commitment, leadership, and support for alcohol and other drug prevention efforts;
- The clarity and strength of the institution's alcohol and other drug policies and the extent to which those policies are broadly disseminated and consistently enforced;
- The extent to which students and employees are involved in the program design and implementation process;
- The extent to which the institution has joined with community leaders to address AOD issues; and
- If applicable, what steps the institution is taking to limit alcoholic beverage sponsorship, advertising, and marketing on campus; and what steps are being taken to establish or improve upon alcohol-free living arrangements for students.

(3) Quality of the project evaluation (35 points)

- A. The extent to which the methods of evaluation are thorough, feasible, and appropriate to the goals, objectives, and outcomes of the proposed project. (10 points)
- B. The extent to which the methods of evaluation include the use of objective performance measures that are clearly related to the intended outcomes of the project and will produce quantitative and qualitative data to the extent possible. (10 points)
- C. The extent to which the evaluation will provide guidance about effective strategies suitable for replication or testing in other settings. (15 points)

In applying the above criteria, the following information will be considered:

- The quality of the evaluation methodology and evaluation instruments;
- Whether both process (formative) and outcome (summative) data are included for each year that the program has been implemented, including data collected both before and after initiation of the program;
- The quality of both the quantitative and qualitative data;
- How evaluation information has and will be used for continuous improvement of the program; and
- How the evaluation design and data will assist other campuses that are interested in implementing the program.

IV. APPLICATION CONTENT

Applicants are urged to develop proposals that are concise, clearly written, and follow the requested sequence of items as outlined by the selection criteria. **All applicants are required to submit one signed original and two copies of their applications (unbound).** To expedite our review of your application, you also are requested to submit one additional copy, but are not required to do so and will not be penalized. Listed below are the requested components for applications.

Title Page: Use the Application for Federal Education Assistance (ED Form 424), or a suitable facsimile, to cover the original and each copy of the application.

Table of Contents: Include a Table of Contents with page references.

Abstract: Describe the model program, including the population served, a summary of the theoretical basis for the program, and the evidence of effectiveness. The abstract also should include a brief description of the applicant's plan to enhance, further evaluate, and disseminate information about the program. The abstract must not exceed one double-spaced page in 12-point font or larger and should use language that can be understood by a range of audiences. For non-electronic submissions, include the program name, the name and address of your organization, and the name, phone number, and e-mail address of the contact person for this project on the abstract page.

Narrative: Before preparing the narrative, applicants should review the absolute priority and selection criteria carefully. Narratives must contain evidence that the applicant meets the absolute priority, and should contain and follow in sequence the information requested for each selection criterion. Applicants should review Section III for a discussion of the absolute priority and selection criteria for this competition. A timeline or schedule of tasks and events, and project milestones and/or completion dates should be included in the narrative.

Narratives should be no more than 25 single-sided, double-spaced pages printed in 12-point font or larger. The page limitation does not include the title page, table of contents, one-page abstract, absolute priority checklist, the budget information form and the budget narrative, the bibliography of any cited literature, the GEPA statement, required forms, and any requested appendices.

Budget Form: Use the Budget Information Form (ED Form 524), or a suitable facsimile, provided in the Appendices of this application package, to prepare a 15-month budget for the funded project period.

Budget Narrative: Include a detailed budget narrative that supports and explains the information provided in the Budget Information Form. Use the same budget categories as those on the ED Form 524, describe the basis used to estimate costs for all budget categories, and explain how the cost items relate to the proposed project goals, objectives, and activities. The Budget Information Form and accompanying narrative should provide enough detail to easily

understand how costs were determined and if the budget is appropriate for the scope of the project.

Travel Budget: Applicants must budget for the Project Director and at least one additional staff member to attend the Department's annual National Meeting on Alcohol and Other Drug Abuse and Violence Prevention in Higher Education on October 16-19, 2004, in Washington, DC. For planning purposes, applicants should include costs for airfare and per diem for four nights and four days.

Assurances and Certifications: Standard Form 424B, ED Form 80-0013, and ED Form 80-0014 must be signed with the original signatures of the person authorized to sign for the institution, and must be included in the application package. **Note:** If 1(b) of Form ED 80-0013 applies because of lobbying activities related to a previous grant, or are anticipated to occur with this project if it is funded, you must submit Standard Form LLL. If 1(b) of Form ED 80-0013 does not apply, submit Standard Form LLL with "N/A" included in the signature block.

State Single Point of Contact: A copy of the letter sent to the applicant's State Single Point of Contact (SSPOC) must be included with the application, unless the State has chosen not to participate in the intergovernmental review process. See the instructions in the Appendices for further information and a SSPOC list.

GEPA Requirements: All applicants for new awards must include information in their application to address this provision in order to receive funding under this program. Applicants must include a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its federally assisted project for students, teachers, and other program beneficiaries with special needs. See the examples in the Appendices of this application package.

Listing of Authors: As an appendix, list all persons who wrote the application, including their affiliation, the sections on which they worked, and the approximate percentage of the total effort they contributed.

Previous Grants: As an appendix, provide the grant award number and a brief description of each grant previously funded by the U.S. Department of Education's Office of Safe and Drug-Free Schools.

Appendices: Additional appendices are discouraged, with the exception of copies of evaluation instruments. Be sure to include copies of appendices with each copy of the application. Do not include timelines or other management charts as appendices, as they should be included in the narrative.

Attachments: Attachments are discouraged. Do not attach anything that cannot be photocopied using automatic processes. Do not attach anything stapled, folded, pasted, or in a size other than 8 1/2" x 11" on white paper. Only one side of the paper should have printing. Odd-sized attachments of any kind will not be copied.

V. APPLICATION TRANSMITTAL INSTRUCTIONS

ATTENTION ELECTRONIC APPLICANTS: Please note that you must follow the Application Procedures as described in the Federal Register notice announcing the grant competition. Some programs may require electronic submission of applications, and those programs will have specific requirements and waiver instructions in the Federal Register notice.

An original and two copies of an application for an award must be mailed or hand-delivered by the application deadline date unless it is submitted electronically.

Applications Submitted Electronically

You must submit your grant application through the Internet using the software provided on the e-Grants Web site (<http://e-grants.ed.gov>) by 4:30 p.m. (Washington, DC time) on the application deadline date. The regular hours of operation of the e-Grants website are 6:00 a.m. Monday until 7:00 p.m. Wednesday; and 6:00 a.m. Thursday until midnight Saturday (Washington, DC time). Please note that the system is unavailable on Sundays, and after 7:00 p.m. on Wednesday for maintenance (Washington, DC time). Any modifications to these hours are posted on the e-Grants Web site.

If you submit your application through the Internet via the e-Grants Web site, you will receive an automatic acknowledgment when we receive your application.

Applications Delivered by Mail

Applications sent by mail must be addressed to:

**U.S. Department of Education
Application Control Center
Attention: CFDA 84.184N
Room 3671
Regional Office Building 3
400 Maryland Avenue, SW
Washington, D.C. 20202-4725**

Applicants must show proof of mailing consisting of one of the following:

- (1) A legibly dated U.S. Postal Service Postmark
- (2) A legible mail receipt with the date of mailing stamped by the U.S. Postal Service.
- (3) A dated shipping label, invoice, or receipt from a commercial carrier
- (4) Any other proof of mailing acceptable to the U.S. Secretary of Education

If an application is sent through the U.S. Postal Service, the Secretary does not accept either of the following as proof of mailing:

- (1) A private metered postmark, or
- (2) A mail receipt that is not dated by the U.S. Postal Service

Applicants should note that the U.S. Postal Service does not uniformly provide a dated postmark. Before relying on this method, you should check with your local post office.

If you send your application by mail or if you or your courier deliver it by hand, the Application Control Center will mail a Grant Application Receipt Acknowledgment to you. If you do not receive the notification of application receipt within 15 days from the mailing of the application, you should call the U.S. Department of Education Application Control Center at (202) 708-9493.

You must indicate on the envelope and in Item 4 of the Application for Federal Education Assistance (ED 424) the CFDA number, which is 84.184N.

If your application is late, we will notify you that we will not consider the application.

Applications Delivered by Hand/Courier Service

An application that is hand-delivered must be taken to:

**U.S. Department of Education
Application Control Center
Room 3671
Regional Office Building 3
7th & D Streets, SW.
Washington, D.C. 20202-4725**

The Application Control Center accepts deliveries daily between 8:00 a.m. and 4:30 p.m. (Washington, D.C. time), except Saturdays, Sundays and Federal holidays. Application deliveries must use the D Street entrance only. A person delivering an application must show identification to enter the building.

VI. FREQUENTLY ASKED QUESTIONS

What steps can I take to maximize my chances of receiving a grant?

Before preparing your application, read this application package carefully and completely. Follow all of the instructions exactly. If you're uncertain about any of the instructions, contact the competition manager for clarification.

Priorities establish the parameters for applications under a grant competition. If your application does not meet the absolute priority for this grant competition, it will not be considered for funding.

A panel of three persons from the alcohol and other drug prevention fields will review your application. Be sure to organize your application carefully, provide requested information in a comprehensive manner, and respond to each selection criterion thoroughly. Reviewers are not permitted to give you "the benefit of the doubt"; therefore, if it is not in your application, they cannot award points for it.

Be sure to submit your application on or before the deadline date of April 16, 2004.

Are electronic application submissions required under this competition?

No. However, you may submit your application electronically if you wish. Complete instructions for electronic submissions can be found at <http://e-grants.ed.gov>.

My institution received an award as a model program several years ago. May I apply again this year?

To be eligible, your institution must not have received an award under this competition (under either CFDA 84.116X or 84.184N) during the previous five fiscal years. That would include any competitions held in fiscal years 1999 through 2003.

How long must programs have been implemented in order to be eligible?

Programs must have been implemented for at least two full academic years. We are defining an academic year as the fall through spring semesters (or equivalent, for those institutions that are not on a semester system). Therefore, for the purposes of this competition, a program should have begun implementation no later than fall 2001.

How much money is available under this grant competition?

The Department expects to make available approximately \$750,000 for this program in fiscal year 2004.

Is there a matching requirement?

No.

Is there a restricted indirect cost rate for this program?

No. The indirect cost rate is the negotiated rate between the applicant and cognizant federal agency. For the majority of institutions of higher education, the cognizant federal agency will be the Department of Health and Human Services (in other cases, it may be the Department of Education, Department of the Interior, or the Office of Naval Research). For more information about indirect cost rates, please visit www.ed.gov/about/offices/list/ocfo/fipao/abouticg.html.

Are there guidelines for how much money can be spent on consultants? What is the daily limit and is there a cap?

There is no daily limit or cap for consultant fees. Information related to these fees should be included on ED Form 524 under the budget categories of “Contractual” or “Other.” Applicants should be sure to fully substantiate all expenditures in the budget narrative. All costs must be necessary and reasonable and consistent with the purposes of the grant.

May I get an extension of the deadline date?

Waivers for individual applications failing to meet the deadline will not be granted, regardless of the circumstances. Under extraordinary circumstances the Department may change the closing date for a grant competition. When this occurs, the Secretary announces this change in a notice published in the Federal Register. If you are applying using e-Application, and the e-Application system becomes unavailable on the deadline date, you may qualify for an extension under the guidelines found in the Notice Inviting Applications for this grant competition, published in the Federal Register on March 8, 2004.

How does the Freedom of Information Act affect my application?

The Freedom of Information Act (FOIA) was enacted in 1966 and provides the right to request access to federal agency records or information. All agencies of the U.S. Government are required to disclose records upon receiving a written request for them, except for those records that are protected from disclosure by the nine exemptions listed in the FOIA. All applications submitted for funding consideration under this grant competition are subject to the FOIA. To read the text of the Freedom of Information Act, visit www.usdoj.gov/04foia/foiastat.htm.

Who do I contact for more information about this grant competition?

Kimberly Light, Education Program Specialist, U.S. Department of Education, 400 Maryland Avenue, SW, Room 3E222, Washington, DC 20202-6450, Phone: (202) 260-2647, Fax: (202) 260-7767, E-mail: kimberly.light@ed.gov

VII. APPENDICES AND FORMS

- Application for Federal Education Assistance (ED Form 424)
- Assurances - Non-Construction Programs (Standard Form 424B)
- Budget Information – Non-Construction Programs (ED Form 524)
- Certifications Regarding Lobbying; Debarment, Suspension and Other Responsibility Matters; and Drug-Free Workplace Requirements (ED Form 80-0013)
- Disclosure of Lobbying Activities (Standard Form – LLL)
- Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion – Lower Tier Covered Transactions (ED Form 80-0014)
- General Education Provisions Act (GEPA) Requirement - Section 427
- Government Performance and Results Act (GPRA)
- Intergovernmental Review of Federal Programs (Executive Order 12372)
- Important Notice to Prospective Participants (ED Form 5348)
- Grant Application Receipt Acknowledgement
- Eligibility and Absolute Priority Checklist
- Application Package Preparation Checklist
- Survey on Ensuring Equal Opportunity for Applicants

Use This Checklist in Preparing Your Application Package

- ☐ Application for Federal Education Assistance (ED Form 424) has been completed according to the instructions and includes the nine-digit D-U-N-S Number and Tax Identification Number.
- ☐ Application for Federal Education Assistance (ED Form 424) has been signed in black ink and dated by an authorized official and the signed original has been included with your submission.
- ☐ One signed original and two copies of the application (including ED Form 424 and appendices), plus one voluntarily submitted additional copy have been included. All copies are unbound. Each page is consecutively numbered.
- ☐ Deadline Date: Applications must be postmarked or hand delivered by **April 16, 2004** (see pages 15-16 of this application package for detailed instructions).

THE APPLICATION AND APPENDICES INCLUDES:

Each copy of the application must include the following sections:

- ☐ Application for Federal Education Assistance (ED Form 424)
- ☐ Eligibility and Absolute Priority Checklist
- ☐ Table of Contents
- ☐ Project Abstract (one page maximum)
- ☐ Project Narrative (up to 25 pages double-spaced)
- ☐ Budget Information Form (ED Form 524) and budget narrative
- ☐ Assurances—Non-Construction Programs (ED Form 424B), signed and dated by an authorized official (including original signature in at least one copy)
- ☐ Certifications Regarding Lobbying (ED Form 80-0013), signed and dated by an authorized official (including original signature in at least one copy)
- ☐ Disclosure of Lobbying Activities (Standard Form – LLL), signed and dated by an authorized official (including original signature in at least one copy)
- ☐ Certification Regarding Debarment (ED Form 80-0014), signed and dated by an authorized official (including original signature in at least one copy)
- ☐ A narrative response to the GEPA provision, describing the steps the applicant proposes to take to ensure equitable access to, and participation in, its federally-assisted program for students, teachers, and other program beneficiaries with special needs.
- ☐ Listing of Authors
- ☐ Listing of Previous Grants
- ☐ Copy of Applicant's Letter to State Single Point of Contact